



Every Trained Principal A Success!

A Collaborative Leadership Pathway to Principalship

Partnering school districts, the state department of education, colleges/universities, government, business, civic groups and other organizations from across the Commonwealth to prepare school leaders.

Foreword

In April 2005, Kentucky began to take a serious look at the status of principal preparation programs in the Commonwealth. A Leading Change Conference was held resulting in a set of recommendations for redesigning principal preparation in Kentucky. Kentucky's State Action Education Leadership Project (SAELP) and Jefferson County's Leading Education Achievement in Districts (LEAD) Project, both funded by the Wallace Foundation, used these recommendations to facilitate discussions with stakeholders on how to best prepare Kentucky's public school leaders. Since that time many of Kentucky's educational leadership groups and government/business/civic and community partners have collaborated and shared their expertise, research, survey data, and recommendations on what school leaders need to know and be able to do to lead schools in the 21st Century. This input helped us to understand more fully the challenges faced by today's school leaders and how they need to be prepared for the job.

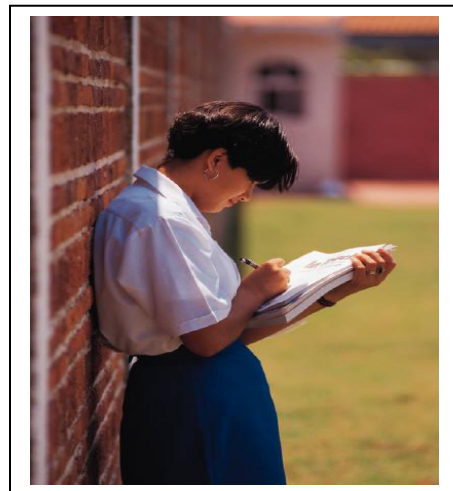
As a result, we are providing a district-sponsored pathway to principalship in Kentucky through the Commonwealth Institute for School Leaders. Our goals are to:

- 1) Provide school leadership that will ensure all students reach proficiency by 2014 and beyond
- 2) Develop leadership within and beyond the school
- 3) Identify and grow tomorrow's leaders
- 4) Create a pathway for aspiring principals to receive certification through a nontraditional research-based, best practice clinical model

This pathway would be in addition to the currently existing traditional college/university pathway and other alternative certification routes approved by the Kentucky Educational Professional Standards Board.

This corporate plan explains how we intend to achieve each of those goals, through the creation and implementation of the Commonwealth Institute for School Leaders that is district-sponsored and state-led. We are confident that the planning, collaboration and preparation of this institute will enable us to provide an innovative, nontraditional administrator preparation program through the Kentucky Department of Education in which administrative regulations have been waived in order to implement the program (KRS. 161.028).

The challenge for us is to deliver on the commitments and requirements of the plan.



Commonwealth Institute for School Leadership

Corporate Plan 2006 -2014

Introduction

The stakes have never been higher for school leadership. We need strong instructional leaders in the schools that face the greatest challenges. The goals for the Commonwealth Institute for School Leaders are designed to respond to the expectations of our stakeholders, meet the needs for tomorrow's school leaders, and face the challenges we must overcome for all children to reach proficiency by 2014.

The first challenge is to link the Interstate School Leaders Licensure Consortium (ISLLC) standards, the state's regulatory requirements, and research-based best practices into a single coherent, manageable approach for school leadership. School leaders, both in day-to-day practice and in high and low performing schools must constantly focus their attention and efforts on teaching for understanding, improving student achievement, and closing achievement gaps.

The second challenge is to develop the capacity for system leadership. This means enhancing the skills of our best aspiring school leaders and developing their capacity, so that their leadership can have an impact in and beyond their schools, particularly in the schools that continue to make only limited progress.

Our third challenge is to grow tomorrow's leaders. Each year some 200 first-year principals participate in the Kentucky Principal Internship Program (KPIP) and an additional eighty-plus principals are new to their school. With each academic year, an opportunity exists to introduce a new leadership generation to public and private educational systems. We need to be more intentional about succession planning, doing more to identify early those with leadership potential through the work of school leadership teams and to accelerate their development.

The fourth challenge is to continue to equip school leaders with new information, resources and professional growth to thrive in an increasingly complex, accountable and demanding role. Over the next few years, this will include managing a more flexible and varied workforce, greater openness to the community, closer partnerships with other schools and different learning providers, delivering more personalized learning and more detailed professional growth for their faculties. This training will require not only the education experts and successful practitioners as institute instructors, but also trainers/instructors from government, business, civic groups and other community partner organizations that have experiences, resources and proven successful practices focused on leadership development.

This, together with the demands of the No Child Left Behind and the Kentucky Educational Reform Act, has led us to the development of the Commonwealth Institute for School Leadership. This pathway will be a driving force in developing world-class leadership for Kentucky's kids. To do this we will focus our efforts on a maximum of sixty (60) aspiring school leaders every two years who will be able to systemically implement leading-edge practice and serve the children of the Commonwealth through proven successful practices and from a cutting edge research-based approach.

Our vision as the Commonwealth Institute for School Leadership is to recruit, select, prepare, support and retain highly effective principals across the Commonwealth who are

equipped with the content knowledge and leadership skills to improve teaching and learning so that all students will reach proficiency by 2014 and beyond.

Our mission is to develop high quality school leaders that are focused on closing achievement gaps, improved student achievement and building school level capacity to ensure that all Kentucky students reach proficiency by 2014 and beyond .

The key components of the institute are:

- (a) Developing teacher leaders (instructional leadership teams);
- (b) Preparing aspiring principals;
- (c) Offering internship experiences;
- (d) Implementing an aspiring principal selection process;
- (e) Providing a continuum of professional growth for aspiring to retiring school leaders in growth stages from beginning principals (1-3 years), experienced principals (4 or more years) and retired administrators.

To implement these components, the institute will focus on meeting the following goals:

Goal 1:

To ensure all students will reach proficiency by 2014 and beyond by transforming school leadership. *Schools that are currently failing their students could be transformed by high quality leadership plus support from other high-capacity schools.*

Goal 2:

To identify tomorrow leaders by recruiting and selecting high quality aspiring leaders. *The program candidates will participate in a rigorous selection process and be offered differentiated compensation incentives once hired as a principal in Kentucky. Program graduates will receive an annual \$5,000 compensation package, similar to National Board Certification incentives for teachers.*

Goal 3:

To create a pathway for principal certification through a nontraditional research-based, best practice clinical model. *The program will be tailored to each candidate's individual needs and their specific contexts. To achieve this we will commission the very best providers of leadership development from school districts, the state department of education, government, business, community and civic groups and other partner organizations to design and deliver challenging, personalized and flexible instruction and coaching.*

Goal 4:

To implement a continuous improvement model that monitors and evaluates the students and the program and provides professional growth opportunities for students in the program from aspiring to retiring. *Succession planning (a plan that is made to develop and maintain leadership skills that are required overtime based on a professional growth continuum, individual and school needs) is a key strategic*

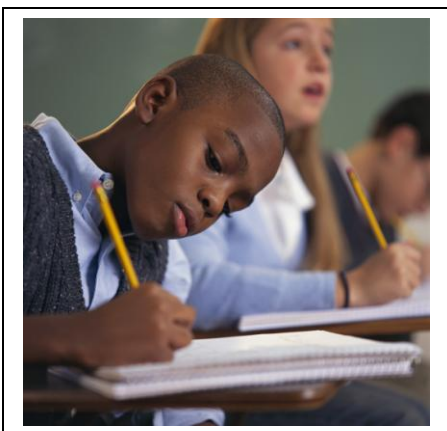
challenge. Sustaining the flow of high-quality school leaders is critical to achieving the best outcomes for all children. The most effective leaders and practitioners must be encouraged and enabled to work where their skills are most needed and offered many personal and professional rewards for effective school leadership, and ensure that our future school leaders are fully equipped to meet the challenges of 21st century school leadership. The program and students must be continuously assessed for effectiveness and the program revised, improved as needed.

We intend to:

- Be service-orientated
- Focused on meeting the needs of school leaders
- Strengthen partnerships with school districts; higher education; government, business, civic and community groups; and other partner organizations to provide the best possible leadership knowledge and skills to our candidates
- Conduct organizational efficiency
- Build leadership capacity

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

Leadership effects are usually largest where and when they are needed most.



How Leadership Influences Student Learning

Canada: Ontario Institute for Studies in Education at

University of Toronto, 2004)

*Kenneth Leithwood, Karen Seashore Louis,
Stephen Anderson and Kyla Wahlstrom*

Goal 1:

To ensure all students will reach proficiency by 2014 and beyond by transforming school leadership based on the following rationale:

The world is changing. Global competition; U.S. students are in competition with students from Japan, China, India in a global economy. Technological innovations and the pace of change have caused an exponential increase in knowledge base and tools needed to access information in the 21st Century. The class system is evolving into two economic classes: upper and lower, creating not only achievement gaps, but quality of life gaps for today's youth and tomorrow's leaders.

Students are changing. Today more of our students are:

1. Eligible for subsidized meals
2. From immigrant/refugee families
3. Not living with both natural parents; raised by single parent or other family member
4. Not demonstrating ambition and a hunger to excel in school and in life
5. Not grasping the impact of education on future success
6. Expecting a multi-media approach to learning, preferably entertaining
7. Out-performed by several other countries' students at most grade levels and in most subject areas (see Trends in International Mathematics and Science Study, The World is Flat, p. 271)

Education systems need to change; major areas of reform include:

- a) Expectations/standards: what students should know, when they should know it, and how they will demonstrate they know it
- b) Curriculum, content, scope and sequence of coursework
- c) Pedagogy – how content is presented; instructional methods
- d) Professional development – ongoing teacher and leadership training

Teacher preparation and administrator development need to change.

Both current and prospective leaders (aspiring to retiring) must become instructional leaders and not just school managers. Distributive leadership models, i.e., leadership teams should be an integral part of teacher and administrative preparation programs.

This new design and principal institute approach mandates change that requires community-wide support and

- 1) Partnerships with business and corporate sponsors to address leadership needs that will improve student achievement,
- 2) Partnerships with the Wallace Foundation and education researchers to prepare school leaders,
- 3) Partnerships with school districts and other education groups
- 4) Partnerships among school districts, the Kentucky Department of Education, area colleges, universities, and technical schools enabling

- a) Students to earn college credits while in high school and to smooth transition to higher education via articulation agreements
- b) Teachers to effectively address the challenge of today's classrooms, and
- c) Aspiring school leaders multiple pathways to the principal certification via the traditional university certification, alternative routes, and through the Commonwealth Institute for School Leadership.



Goal 2:

To identify tomorrow's leaders by recruiting and selecting high quality teacher leaders and aspiring principals by using the following admission and selection process:

Admission and Selection Process

- 5 years teaching experience
- Masters degree (preferred in content area)
- Demonstrate proficient oral and written communication skills
- Evidence of leadership skills and experience
- Professional portfolio
- Computer competency
- Written essay on applicant's core values (Why I Want To Be A School Principal)
- Complete a problem solving and in-box activities
- Interview conducted by a committee consisting of representatives from KDE, KLA, EPSB, university and district/partner colleagues.



Goal 3:

To create a pathway for aspiring principals to receive certification through a nontraditional research-based, best practice clinical model by implementing the following design, delivery and component plan:

Program Design

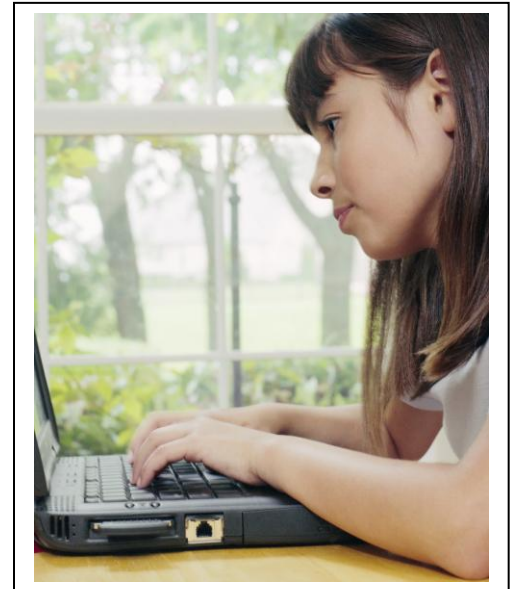
- Program Focus: instructional leadership, student achievement and gap closure
- Cohort Model
- Development of all units with input from currently practicing district administrators, school principals, and partner organization colleagues representing rural and urban areas from all grade levels
- Mentors assigned to each student
- Continuous monitoring and evaluation of student progress while in the program with an analysis of student work and program standards review at the end of each unit to determine student's readiness for the next unit or dismissal from the program
- Involvement in an ongoing professional development plan for program faculty
- Instructor selection that includes evidence of having successfully moved student achievement forward
- **Co-Design Teams:** There will be five design teams with representatives from the principal preparation universities, P-12 administrators, KDE and KLA members (KLA mentors will be recommended by participating districts), participating school districts and a minimum of two additional partners from business, government, civic and community groups and other partner organizations. The design teams will be assigned one of the four modules (Module 2 will split into three sub-groups: curriculum, instruction and assessment) to develop the curriculum around the items bulleted under the module (content guide). The design teams will meet in June 2007 to organize and determine work assignments for the team members. The teams will begin meeting in July 2007 and meet through October 2007 to continue studying the research, sharing and developing the curriculum, instructional strategies and activities, and assessments. In early November 2007 the design teams will meet in a three-day session to present their work and receive feedback for final revisions. The completed curriculum will be presented no later than December 10, 2007.

Program Delivery

- Co-teaching of all units with input from currently practicing district administrators, school principals, leaders from government, business, civic and community groups, partner organization colleagues representing rural and urban areas from all grade levels and other partner organizations based on the unit of study and partner success in that area.
- Emphasis on research-based best practices throughout all four modules
- Real world experiences through simulation and field work as evidenced by work samples, portfolios, reflection journal (looking back; looking forward) and use of technology for teaching and learning, school management and presentations
- Internship experiences in and out of the candidate's school/district and in both high and low performing schools, government, business, and other corporate settings.
- On-site visits and observations of fieldwork (e.g., classroom observations, facilitation or participation in meetings, presentations to staff, committees, workshops, etc.) Including monthly coaching/mentoring sessions with their assigned mentors.

Program Curriculum Components

- Module 1: Leadership and School Culture
- Module 2: Leading a Community of Learners
- Module 3: Leading Change
- Module 4: Managing Instructional Leadership



Goal 4:

To provide a continuous improvement model that monitors and evaluates the students and the program and provides professional growth opportunities for students in the program from aspiring to retiring by implementing the following:

Program Evaluation: The evaluation component is a two-prong evaluation system: one evaluation will be focused on students and a second evaluation system focused on the program.

Candidate Evaluation

- 1) Continuous monitoring of candidate progress at the midpoint and end of each module
- 2) End of Program Student Assessment to include items such as:
 - Scenarios
 - Performance Events
 - Presentations
 - Response to questions (oral and written)
 - Project reporting
- 3) Follow-up tracking of graduate success for five years beyond certification

Program Evaluation

The Accountability, Research, and Planning Departments of the participating universities, Jefferson County Public Schools (LEAD) and the Kentucky Department of Education (SAELP) will develop and facilitate the evaluation of the principal preparation program and institute. The evaluation will have a strong emphasis on accountability, defined in terms of improvements in student performance. The evaluator will not only collect “summative” data, but also collect meaningful “formative” evaluation evidence. In this sense, a backward planning process will be used for evaluating the program and the students. This will be accomplished by reversing the order of the five evaluation levels outlined in *Evaluating Professional Development* (Guskey, 2000). First, before the principal selection stage, the emphasis of the evaluation will be placed on levels 1 and 2; second, during the principal selection stage, simulation strategies will be included in the level 2 activities; and, third, during the beginning and experienced principal stages, an effort will be made to address all five evaluation levels. The five evaluation levels presented below are ordered chronologically; when planning the evaluation activities, however, that order will be reversed:

- Level 1 - Participants' reactions to the experience
- Level 2 - Participants' learning
- Level 3 - Organizational support and change
- Level 4 - Document participants' use or implementation
- Level 5 - Impact on student learning outcomes

In addition to the model developed by Guskey, the Joint Committee Personnel Evaluation Standards (1988) will be used when conducting the evaluation. One of the most important insights that the Joint Committee provides is that the quality of an evaluation study can be determined by assessing its (a) utility, (b) feasibility, (c) propriety, and (d) accuracy.

The JCPS/University of Louisville Principal Preparation and Development Competency Model (2005) including collaboration with the Wallace Foundation Leadership Issue Groups on Assessing Leadership Effectiveness and Leadership Roles, Responsibilities and Authorities will be used as a reference guide for the evaluation of the project. The goal of the model is to design a leadership development system that prepares and equips aspiring, beginning and experienced principals as high performance re-designers of successful schools.

As the project unfolds, input from the multiple stakeholders associated with the project will be actively sought. An evaluation overview document will be discussed with all stakeholders to make sure that all partners come to an agreement on a common metric to evaluate the project.

- One-year follow-up survey of completers on effectiveness of program content and delivery in preparing them for the principalship (including questions on support and professional growth opportunities provided by school districts and professional organizations)
- Two-year follow-up to track completers to principal positions
- Four-year follow-up tracking principal performance to student achievement and closing achievement gaps
- Five-year follow-up survey of principals for input into preparation program updates (including questions on continuous support and professional growth opportunities provided by school districts and professional organizations)

District and Aspirant Commitments to the Program

School Districts:

Participating districts will provide:

- Staff to co-design and co-teach curriculum,
- On-site coaching,
- Release days (2 per semester) for cohort members for four semesters,
- Provide opportunities for real-world experiences through simulation and field work and shadowing of highly skilled principals and
- on-the-job internship opportunities in and out of the district.

Aspirants:

Aspirants will:

- Complete the admissions process,
- Payment of program / admission fees (\$2,500),
- Agree to a 2-year commitment to the program and
- Commitment to return to the sponsoring district to apply for leadership positions.*
*After two unsuccessful attempts to acquire a leadership position, the aspirant can apply for leadership positions outside of the district.

•Positions in education administration are expected to grow by as much as 20 percent in the next five years

•Forty percent of current school leaders will be eligible to retire in the next six years

•In Kentucky, approximately 250 principals are hired each year

•The reported annual turnover has already reached alarming levels—20 percent or more in some places

•Current recruitment and training to solely add more certified people to the pipeline won't, in and of themselves, solve the school leadership challenge

*[From Beyond the Pipeline: Getting The Principals We Need, Where They are Needed Most.
(New York, NY: The Wallace Foundation, 2003)*

Succession Planning

Effective succession planning requires that the institute, school districts and education partners invest time, resources, and energy into effectively planning for future leadership needs. We believe that succession planning is linked to strategic planning, with the strategic planning process itself focusing on the future and what resources (including people and people development) are needed to achieve our vision. The plan is organized at five levels based on a continuum of leadership development from aspiring to retiring.

Level 1: Implementation of the four modules in an 18-month program with a four-month project preparation and presentation from June 2007 – April 2009. Year 2 will serve as the internship year. Certification granted to completers in May 2009.

- Representatives from all partner groups will teach the modules.
- Clinical experiences will be assigned based on the growth areas for each cohort member.
- Throughout the school year, the cohort will meet twice each semester for one Friday and one Saturday to share the work and receive feedback from trainers, mentors, and colleagues.
- Each cohort member will be assigned a mentor through the Kentucky Leadership Academy (KLA mentors will be recommended by participating districts).
- Each cohort will consist of 20 participants. (Three cohorts: 20 students each for 60 participants in the program.)
- Participating universities will involve professors/doctoral students in conducting a case study of the institute and its effectiveness. (Three-year study)
- District will commit to two release days per semester for the cohort member(s) in their district and internship opportunities in and out of the district in the second year.
- In November of year 2 (Nov 2008) the cohort members will present a plan for a final project. College and university professors, mentors and education partners will provide feedback and each cohort member will be assigned a team to advise them throughout the project development. The cohort mentor will lead the team.
- Final projects will be presented to a panel of designers and deliverers of the program. A rubric will be developed to assess the project and determine recommendation for certification and rank change.
- Estimated number of clock hours for Level 1: 572 hours
 - Summer I – 150 hours
 - Summer II – 150 hours
 - Semester 1, 2, and 3 (six two-day sessions) – 72 hours
 - Semester (3) Clinical Experiences – 147 hours
 - Final Project – 50 hours

*This does not include the actual hours spent in the internship, only the seat time for instruction, clinical experiences and project work.

Level 2: Once a cohort member has received a position as principal, they would participate in a level 2 cohort that provides coaching and mentoring for each member and a minimum of six sessions throughout the year (including a summer session – 3 days). This would replace the KPIP program for new principals. (The internship experiences prior to assuming a principal's position would serve as the mentoring year and the first year as principal would serve as the evaluation year.) Principals would receive a probationary certificate upon completion of the two-year program and granted standard certification upon successful completion of the first year principalship.

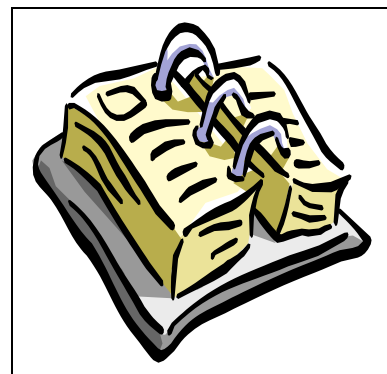
Level 3: In years two and three, the cohort members would participate in the Kentucky Leadership Academy program and the New Principals Institute for second and third year principals.

Level 4: In years four through retirement, principals will participate in twenty-one hours of continuing education each year based on the needs of their school and professional growth needs developed from the Standards, Competencies and Behaviors Continuum. Continuing education (EILA credit) will be awarded through programs, workshops, training, coaching, etc. by the Kentucky Leadership Academy and Kentucky Association of School Administrators.

Level 5: Retired principals will continue to participate in twenty-one hours of continuing education based on the needs of the schools and principals they mentor and serve developed from the Standards, Competencies and Behaviors Continuum and awarded through programs, workshops, training, coaching, etc. by the Kentucky Leadership Academy and Kentucky Association of School Administrators.



Implementation Timeline



I. Timeline

- A. Research and Design
June 2007 – July 2007
- B. Program Development
July 2007 – October 2007
- C. Implementation and Evaluation of Pilot Project
January 2008 – December 2009
- D. Dissemination/Replication by national/international consortium
January 2010 – ongoing

II. **Partners/Controlling Board (20 members):** Board will meet regularly and select and advise the institute director that is chosen by the board.

- A. College and University representatives from the Kentucky principal preparation institutions (2 members)
- B. Foundations (Wallace Foundation, GE Foundation) (2 members)
- C. Business (Greater Louisville Inc. and other corporate sponsors) (3 members)
- D. Kentucky Department of Education SAELP Project/ Office of Leadership and School Improvement (2 members)
- E. Jefferson County Public Schools LEAD Project/ Administrator Recruitment and Development (2 members)
- F. Participating district representatives (4 members)
- G. Related state education partner organizations (3 members)
- H. Other (government, researchers, etc.) (2)

III. **Institute Components**

- A. Research: investigate and determine best practices in leadership of K-12 schools
- B. Program Development: design the content and presentation of the institute
- C. Infrastructure: design the operation of the institute (selection of participants and instructors, fiscal accountability system, communications plan, etc.)
- D. Implementation: deliver the institute to participants
- E. Assessment: measure program's effectiveness, including candidates' pre-post skills in school settings

IV. **Cost Projections**

- A. Research and Design of
Institute, Administrator/Staff Start-Up, \$ 318,800

Institute Research and Evaluation staff, Aspirant Selection Process Component (Recruitment and Screening)	
B. Institute Design and Delivery Development and Recruitment (Recruitment and Development)	\$ 156,200
C. Implementation of Pilot Model Internship for Aspiring Principals (60 Interns at a unit cost of \$30,000*.) Co-Design/Delivery Component	\$1,800,000
D. Evaluation Evaluation of Institute: Students and Program	\$ 439,650
E. Total:	\$2,714,650

***The Institute will accept 60 participants. Total projected Commonwealth National Principals Institute cost per intern will be estimated at \$45,250 (salary avg. \$60,000 per intern includes district funding commitments). In comparison, in a New York Times article (December 2005) reviewing the New York Leadership Academy, costs per intern were stated as between \$160,000-\$180,000 with salary estimates between \$66,000-\$92,000 per intern.**

The location of the summer sessions and the cohort meetings (2 per semester) will be held at Kentucky State Parks and rotated among the parks based on the locations of the cohort members.



All children should have the opportunity to be powerful learners, whichever school they go to. If we are to make rapid progress towards a world-class educational system and sharply reduce the number of underachieving schools we need to attract more of the best school leaders to care about and work for the success of other schools as well as their own. We must help them develop the additional skills they require to be able to lead, challenge and support their peers, and create capacity within their existing schools to release them for this work.

The most effective school leaders are identified, encouraged and provided with opportunities to work beyond their own schools to improve performance, particularly in support of schools in complex and challenging circumstances. Where leaders work beyond their own schools as part of strategic intervention programs, they contribute to improvements in the quality of leadership, learning and teaching, and to raising student achievement.

This comprehensive plan for preparing the school leaders of Commonwealth will put Kentucky on the map as one of the leading principal preparation programs in the world.

